ED 373 171 CE 066 974

TITLE Exploring the Wonders of Books: A Family Literacy Program for Challenged Adults. Final Report.
INSTITUTION Doctor Gertrude A. Barber Center, Erie, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 93
CONTRACT 98-3016
NOTE 18p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Books; *Childrens Literature; Fairy Tales; Learning Activities; *Learning Disabilities; Lesson Plans; *Literacy Education; *Mild Disabilities; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Program Development; Program Implementation
IDENTIFIERS 353 Project; *Family Literacy

ABSTRACT

This report describes a family literacy program for adult students with mild learning challenges including mental retardation. The program's objective was to upgrade the reading skills of parents and introduce them to a wide variety of enjoyable children's literature. During each of 20 weekly sessions, a class of no more than 15 parents was exposed to a group of books all pertaining to the same topic. The final phase of the project was development of a project journal that included sample lesson plans, materials, and some observations made by both the teacher and participating parents. The family literacy journal follows the four-page report. It begins with a list of project objectives. Sample lesson plans are provided for a 20-week program. A list of steps that parents should go through upon receiving their children's books each week is presented. Lesson plans consist of these components: objectives, procedures, materials list, related activities, and teacher observation. The lessons cover these topics: bears, animals, childhood experiences--Curious George, painful childhood experiences, Christmas, nursery rhymes, Dr. Seuss, dinosaurs, Clifford, Caldecott award, Valentine's Day, fairy tales, letters/alphabet, numbers/counting, seasons, St. Patrick's Day, self-esteem, weather, community helpers, and transportation/a visit to the library. The journal also includes a section of parent observations and a brief list of professional resources. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 373 171

RECEIVED
BUREAU OF ...

Exploring the Wonders of Books:

A Family Literacy Program for Challenged Adults

A Final Report containing:
- Project Abstract
- Introduction
- Instructional Strategies
- Objectives
- Materials/Resources

#98-3016 F.Y. 1992-93
$3,061.00 Federal Funding

Dr. Gertrude A. Barber Center
136 East Avenue
Erie, PA 16507

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

CE066974

BEST COPY AVAILABLE

Exploring the Wonders of Books:

A Family Literacy Program for Challenged Adults

A Final Report containing:

- Project Abstract
- Introduction
- Instructional Strategies
- Objectives
- Materials/Resources

#98-3016 F.Y. 1992-93
$3,061.00 Federal Funding

Dr. Gertrude A. Barber Center
136 East Avenue
Erie, PA 16507

The activity which is the subject of this report, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

Acknowledgments

This project would not have been possible without the contributions made by the administration and staff of the Dr. Gertrude A. Barber Center, Inc. including:

Dr. Gertrude A. Barber, President/Chief Executive Officer
Dr. Maureen Barber-Carey, Deputy Administrator
Mr. Robert Will, Deputy Administrator
Mrs. Joy Zamierowski, Literacy/A.B.E. Coordinator
Miss Cynthia Howard, Reading Instructor
Mrs. Rebekah Danielson, Assistant Instructor
Mrs. Julie Karsznia, Casework Coordinator (Former Adult Education Coordinator)

Special thanks to:

-The Ashtabula County A.B.E. Program and the Ohio Department of Education for some of the ideas contained herein
-The Erie County Library System
-All of the parents who participated in this program

A Family Literacy Program

Table of Contents

Abstract 1

Introduction 3

Family Literacy Journal 5

A. Project Objectives 5

B. Sample Lesson Plans 7

C. Parent Observations 15

D. Professional Resources 15

Abstract

Exploring the Wonders of Books: A Family Literacy Program for Challenged Adults

An Act 353 Special Demonstration Grant F.Y. 1992-93

Federal Funding: $3,061.00 #98-3016

This project established and operated a Family Literacy Program for adult students with mild learning challenges including mental retardation. The techniques and materials contained herein could be useful to educators teaching parents who find reading a children's book too much of a challenge, or to parents who lack the needed knowledge to share the love of both books and learning with their children. The main objective of this program was to upgrade the reading skills of parents, and at the same time, introduce them to a wide variety of enjoyable children's literature. This project was developed and staffed by the agency literacy coordinator, one reading instructor, and one paraprofessional.

This program was designed for a class of no more than fifteen parents. A total of twenty class meetings were held from November, 1992 to April, 1993. Each week students were introduced to a group of books all pertaining to the same topic. Over the twenty sessions, parents were exposed to science and nature, early childhood experiences, educational, and fantasy books.

The final phase of this project was the development of a project journal that includes sample lesson plans, materials, and some of the observations made by both the teacher and the participating parents. The journal, featured in this final report, should be useful to literacy providers wishing to meet the needs of parent participants.

Introduction

This project was established in order to address the problem of illiteracy among the parents associated with our agency. The need for a program such as this was evident. Instructors in both the Learning Center Program and the Adult Literacy Program felt that there were too many parents possessing such limited reading skills that their children's learning process was suffering as a result. This same feeling was echoed by caseworkers, therapists, and other staff members who were in regular contact with families. The main objective of this program was to bring books into the lives of the parent participants and their children, thereby upgrading the reading and readiness skills of both parent and child. It was also hoped that involved families would enjoy spending more quality time together.

Twenty class periods were set forth for the instruction. The program began in mid November and concluded at the end of April taking standard breaks for holidays. An additional four sessions were used to develop the program, purchase the materials, and document lesson plans and observations. This project was staffed by the literacy coordinator, employed two hours weekly; the instructor, employed three hours weekly; and the paraprofessional, employed three hours weekly.

The class was designed for no more than fifteen individuals. Although a total of nineteen people participated in the project, all of these individuals did not complete the program. Attendance was often sporadic, so in many cases, assessment information is not pertinent. Progress not so easily measured, such as improved family relationships and improved self-confidence, was clearly evident in the parent participants.

This final report was prepared for and should be of special interest to literacy providers working with parents. On a local level, it will be sent to other literacy providers in Erie County. It will also be distributed to other programs at the Dr. Gertrude A. Barber Center, Inc. Main Campus as well as its satellite programs in Corry and Girard, Pennsylvania.

On the state level this final report will be submitted to the:

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy
Education Programs
333 Market Street
Harrisburg, Pennsylvania 17126-0333

and

Advance P.D.E. Resource Center
333 Market Street
Harrisburg, Pennsylvania 17126-0333

The following is a complete Family Literacy Journal which includes:

A. Project Objectives
B. Sample Lesson Plans
C. Parent Observations
D. Professional Resources

A. PROJECT OBJECTIVES

A Family Literacy Program at the Dr. Gertrude Barber Center was established in order to meet the literacy needs of parents associated with our agency. These parents either receive services themselves or their children are involved in a program. It was through this association with these parents, that our staff members realized how very poor the basic reading skills of certain individuals were. It was for this reason that the concept of a family literacy program was born.

The following objectives were set forth for the 1992-1993 program year:

1. To upgrade the individual's oral reading skills, concentrating particularly on fluency, pronunciation, and expression.

   -As program participants practiced reading their individual children's books, they did make improvements in fluency, pronunciation, and expression. However, because many of our students' reading levels were very low, mastery of individual books was slow. It was noted by the instructor that parents who did practice reading their books at home showed more progress than others who read the books only during class and maybe one time at home.

2. To upgrade the individual's comprehension of printed materials.

   -Of those individuals who were assessed in the Passage Comprehension section of the Woodcock Test of Reading Mastery, most showed grade level gains. Additionally, the instructor noted students trying harder to understand a story rather than concentrating solely on pronouncing the vocabulary.

3. To upgrade the self-esteem level of participants through the attainment of small, personal goals.

   This was the single most important objective as far as the staff of this project was concerned. Many program participants enjoyed these new feelings of success after a lifetime of failures. Some examples of the positive outcomes of this program are these:

   a. A mother of a child in our Learning Center Program felt enough confidence in her reading ability to read Green Eggs and Ham to her son's class. Every person who witnessed this reading was smiling broadly.

   b. A father who was experiencing severe behavioral problems with his son benefited from this program in a few different ways. (1) His son so thoroughly enjoyed the books that he brought home, that father and son found themselves enjoying the time they spent together sharing these books. (2) The father registered for Parent Share classes which are offered each month through Family Support Services at the Dr. Gertrude A. Barber Center. These classes assist parents who are experiencing behavioral problems with their children. (3) The father was able to secure employment with the help of his new level of self-confidence.

   c. Another program participant was the mother of a 3 year old child exhibiting speech delays. Barber Center staff recommended this child be evaluated for these delays and her parent's receptiveness to the idea has now made it possible for this child to be enrolled in a preschool program. This program will help this child to be ready for a public school kindergarten.

   d. We believe that this program was in some way beneficial to all who attended.

4. To encourage a strong, meaningful relationship between parents and children.

   -We know that the majority of parents did enjoy a better relationship with their children as a result of this program. Many parents admitted not really understanding the importance of reading to their children prior to the program. They also accepted many of the suggested activities from the teacher and tried to spend more time with their children.

5. To upgrade the individual's knowledge of the literary themes found in children's literature and help parents apply these themes to life.

   -Most parents involved in this program were pleasantly surprised to find that children's literature contained so many real life parallels. Because parents developed a close relationship with the program instructor, the instructor felt that she knew a lot about some of the children, their interests, and behaviors. She selected books which she felt would be both helpful and enjoyable for the families. Because there was so much discussion of the books and their themes, the involved staff definitely felt that parents had a better understanding of the themes found in children's literature.

6. To upgrade the knowledge of the benefits associated with utilization of the library.

   -Some of the ideas used in our Family Literacy Program were obtained directly from our local libraries. Additionally, one class period was devoted almost entirely to a field trip to the library. Parents applied for library cards and toured the facility. Some mention of the library was made during almost every class. We strongly believe that program participants had a better understanding of the library overall after completing our Family Literacy Program.

7. To upgrade vocabulary, communication, reading and readiness skills, and overall self-esteem of children through additional exposure to books via their parents.

   -Although the attainment of this goal is difficult to measure, we believe that we have brought parents and children closer together through books. If these participating families continue to read together, they will surely reap all of the benefits previously mentioned and many, many more.

B. SAMPLE LESSON PLANS

The Family Literacy instructor, Cynthia Howard, selected high quality children's literature to accompany the theme of each lesson. She always chose a variety of books pertaining to this theme to allow the parent participants to make a choice.

Each week parents went through the following steps upon receiving their children's books:

1. Parents looked through their books.
2. Parents practiced reading the book to themselves.
3. Parents read in groups of two with assistance provided by the instructor and the instructional assistant.
4. Parents put difficult words onto flashcards to practice with a spouse, a parent, or a friend.
5. Parents were taught an art and craft or related activity to take home to share with their children.
6. Parents were given their weekly homework assignment: Read to the children and write a paragraph describing this special experience.

Week 1 Bears

Objectives:

Through conversation and discussion parents will feel comfortable with the other individuals involved in the Family Literacy Program.

Parents will begin to understand the importance of reading aloud to their children.

Procedures:

The instructor and the parents discussed the ages and characteristics of their children.

The instructor discussed the importance of bringing a book and a child together.

The instructor had students select a book and practice reading it during class time.

Materials:

The Three Bears - Paul Galdone
Corduroy - Don Freeman
A Pocket for Corduroy - Don Freeman
Two Greedy Bears - Mirra Ginsburg
Sleepy Bear - Lydia Dabovich

Related Activities:

Students were taught how to make a dancing bear out of paper plates.

Teacher Observation:

Parents seemed to enjoy the first session. They appeared to be stimulated by the possibility for deeper interaction with their children.

Week 2 Animals

Objectives:

Parents will better understand that it is never too early to begin reading to their children.

Parents will begin to understand the many themes which can be found in children's literature.

Procedures:

The instructor and the parents discussed sharing picture books with the very young and books with print on the pages with older children.

Parents were introduced to some of the many books available pertaining to animals.

Parents selected animal books to take home and practiced reading these books during class.

Materials:

Ducks Quack - Maris
Farm Animals - Slier
Frogs Jump - Maris

These books were very low level to accommodate the needs of program participants.

Related Activities:

Students made animal puppets using socks, buttons, felt, and other decorative materials. Parents and children were instructed to make animal sounds and role play.

Teacher Observation:

Parents seemed to enjoy meeting other individuals with similar experiences. They were comfortable discussing their lives.

Week 3 Childhood Experiences Curious George

Objectives:

To acquaint parents with books that relate to common childhood experiences.

To encourage parents to get involved in community activities.

Procedures:

Parents discussed their children's particular experiences and the instructor shared some good books pertaining to these topics.

The instructor discussed some community activities that parents could share with their children:

1. Erie Summer Festival of the Arts
2. Tour the Niagara
3. Erie Art Museum
4. Dinosaur Jungle Exhibit Summer of 1993
5. Erie Zoo
6. Erie Humane Society

Parents practiced reading a "Curious George" story before taking it home to share with their children.

Materials:

(All stories by Margaret and H.A. Rey)

Curious George Goes to School
Curious George Goes to the Dentist
Curious George Goes to the Barber Shop
Curious George Goes to the Fire Station
Curious George Gets a Job

Related Activities:

Parents were instructed to have their child draw a picture of Curious George as he is portrayed in the story that mom or dad read to him/her.

Teacher Observation:

Parents were delighted to find that Curious George shared many Characteristics of their own children.

Week 4 Painful Childhood Experiences

Objectives:

Parents will become aware of books that will help them effectively deal with painful issues their children may encounter.

Parents will become familiar with practices to avoid when reading aloud.

Procedures:

Discussion of practices that should be avoided when reading aloud:

1. Don't read a a book that is beyond the child's ability to understand.
2. Don't use a book as a behavior m dification technique.
3. Don't discourage questions during read aloud sessions.
4. Don't allow yourself to say, "I am too busy to read today."

Many children's stories can be read in less than five minutes.

Parents chose a book to practice reading during the class period prior to taking it home to share with their children.

Materials:

The New Girl at School - Judy Delton

When the New Baby Comes, I'm Moving Out - Martha Alexander

Liar, Liar, Pants on Fire! - Miriam Cohen

Related Activities:

Using pictures of happy, excited, angry, sad, frightened, and confused faces, parents were encouraged to discuss various activities which promote different responses.

Teacher Observation:

The parents discussed some of the more difficult moments that parents and children experience. They seemed to appreciate the opportunity to share some of these concerns.

Week 5 Christmas

Objectives:

Parents will enhance the enjoyment of the Christmas season by sharing holiday books with their children.

Parents will become familiar with reading aloud strategies.

Procedures:

Discussion centered around the following read aloud strategies:

1. Age appropriate reading materials
2. High interest level books for both the parent and child
3. Importance of daily reading
4. Use of expression
5. Allowing child to touch the book
6. Holding one's child closely while reading

The instructor shared a favorite Christmas story with the students.

The students practiced reading a chosen Christmas story during class.

Materials:

The Nutcracker - Based on the Alexander Dumas version by E.E.A. Hoffman

'Twas the Night Before Christmas - Clement Moore

Polar Express - Chris Van Allsburg

Related Activities:

The parents were given the materials along with some suggestions and ideas for making Christmas cards.

Teacher Observation:

Christmas is a very busy time of the year for parents with small children. Attendance was poor.

Week 6 Nursery Rhymes

Objectives:

Parents will become aware of the importance of reading nursery rhymes to their children.

Parents will better monitor their children's television viewing.

Procedures:

The instructor presented each parent with an audio tape of the classic nursery rhymes.

Parents and instructor discussed the importance of not relying on the television set as a babysitter.

Parents practiced reading nursery rhymes aloud as a group.

Materials:

Tapes:
The Real Mother Goose - Rand McNally and Co. Chicago; Illustrated by Blanche Fisher Wright

Related Activities:

Parents were encouraged to write a nursery rhyme with their children and draw a picture to accompany it.

Teacher Observation:

Listening to Mother Goose rhymes brought back fond memories of childhood to participants.

Week 7 Dr. Seuss

Objectives:

Parents will better understand the importance of the author's life and be able to compare an author's life with the possible impact that it has on his works.

Procedures:

The instructor discussed the life of Dr. Seuss (Theodore Geisel) and his incredibly slow climb to fame. The instructor showcased Dr. Suess's life so the parents could better understand that even someone as famous as Mr. Geisel did not attain success easily.

The instructor discussed the large amount of repetition prevalent in his works, and showed them how this could be an advantage to the beginning reader. The teacher then shared numerous Dr. Seuss titles with the parents.

The students practiced reading various stories aloud.

Materials:
(All stories by Dr. Seuss)

The Cat In the Hat
Green Eggs and Ham
Fox In Socks
One Fish, Two Fish, Red Fish, Blue Fish
Oh, Say Can You Say!

Related Activities:

Parents and children were to practice writing words that rhyme. They then were to draw a picture to match each rhyming word.

Teacher Observation:

Parents were comfortable with the idea of presenting the easy readers to their children.

Week 8 - Dinosaurs

Objectives:

Parents will learn the importance of sharing music with their children

Parents will become more familiar with the various types of books about dinosaurs currently available.

Procedures:

The instructor shared many books about dinosaurs with the students and allowed them to choose a favorite one to practice reading prior to taking it home.

The instructor presented each parent with a tape containing dinosaur songs.

Word banks were developed for difficult words that were encountered.

Materials:

Tapes:
Dinosaur Bones - Aliki
Dinosaur Days - Joyce Milton
After the Dinosaurs - Michael Berenstein
Dinosaurs In Trouble - Sharon Gordon
Dinosaurs, Dinosaurs - Byron Barton
Dinosaurs - Marie Halun Bloch

Related Activities:

Parents were instructed to have their children compare dinosaurs and their surroundings to the wild animals of today. Family members were to draw pictures and to orally discuss these comparisons.

Teacher Observation:

Although the parents seemed to enjoy the different dinosaur books, they found the various dinosaur names to be so difficult that they proved frustrating.

Week 9 Clifford

Objectives:

Parents will become aware of the importance of reaching their child's imagination through literature.

Parents will become aware of the importance of reaching their child's imagination through play and story telling.

Procedures:

The instructor introduced "Clifford" books to the parents and read one aloud to them.

Parents discussed many activities which promote good imagination:

role playing
pretending
drawing
making up stories
talking

Parents practiced reading aloud one or the many "Clifford" books available.

Materials:
(All stories by Norman Bridwell)

Clifford As A Puppy
Clifford's ABC's
Count On Clifford
Clifford's Family
Clifford's Manners

Related Activities:

Parents were instructed have their children pretend that they were a household pet. The children were to describe how they would want to be treated. They also had to show the parent the way in which they would communicate their needs.

Teacher Observation:

Parents really loved the "Clifford" books. They found these books easy to read and extremely enjoyable.

Week 10 Caldecott

Objectives:

Parents will better understand the meaning of the Caldecott award.

Parents will better understand the importance of supplying proper art supplies to their children such as paper, crayons, scissors, water, paints, glue, etc.

Procedures:

Instructor discussed the Caldecott award and displayed example books.

Because the instructor and the participating parents discussed the Caldecott award--the annual award for the finest illustrations found in children's literature--the instructor also emphasized the importance of allowing children to draw, paint, glue, cut, and glitter on a regular basis in order to develop fine motor skills and creativity.

Parents practiced individual books and took one home to share with their children.

Materials:

Sylvester and the Magic Pebble
- William Steig

Make Way For Ducklings
- Robert McCloskey

Cinderella
- retold from Perrault by Marcia Brown

Prayer For A Child - Rachel Field

Related Activities:

Students and children were instructed to create a picture using their imagination. They were encouraged to use crayons, markers, paint, glitter, and glue to make it a really creative picture.

Teacher Observation:

The parents were very surprised to learn that books receive awards. They enjoy learning about books and are beginning to take pride in their newly acquired knowledge.

Week 11 Valentine's Day

Objectives:

Parents will better understand the history of Valentine's Day.

Parents will become familiar with the many Valentine's Day books available for children.

Parents will become aware of the various fingerplays that accompany this lesson's theme.

Procedures:

The instructor introduced the history of Valentine's Day including St. Valentine and how the tradition of sharing cards with loved ones was first started.

Parents were introduced to various books relating to Valentine's Day. Parents chose a favorite book and practiced reading it before taking it home to share with their child.

The instructor introduced a fingerplay, "Make a Valentine" and parents practiced doing the fingerplay together.

Materials:

Secret Valentine - Laure Damon
Arthur's Valentine - Marc Brown
The Valentine's Bears - Eva Bunting

Related Activities:

Students learned how to make heart collage puppets.

Teacher Observation:

Parents really enjoyed the craft and theme of the week.

Week 12 Fairy Tales

Objectives:

Parents will become aware of the many, many fairy tales available for children.

Parents will become familiar with the importance of allowing their children to role play different fairy tale characters and to make up their own fairy tales and characters.

Procedures:

The instructor introduced numerous fairy tales to parents.

Parents discussed the make-believe stories that they observed their child telling during play time.

Each parent chose a favorite book and practiced reading it before taking it home to share with their child.

Word banks continue to be used to master difficult words.

Materials:

Stone Soup - Marcia Brown
Little Red Riding Hood - Retold by Armand Eisen
Jack and the Beanstalk - Retold by John Howe
Sleeping Beauty - Walt Disney version
Cinderella - Walt Disney version

Related Activities:

Parent and child were instructed to write a fairy tale at home in an accordion book format.

Teacher Observation:

Parents enjoyed reading and discussing favorite fairy tales.

Week 13 Letters/Alphabet

Objectives:

Parents will become aware of the importance of introducing letters to their children at an early age.

Parents will become aware of the importance of showing their children the relationship between letters and words.

Procedures:

Parents were introduced to various letter books.

Each parent chose a book and practiced reading before taking it home to share with his child.

The teacher led a discussion which centered on the importance of early recognition of very basic words (eg., child's name, road signs, colors, etc.)

Materials:

Teddy Bears ABC - Susanna Gretz
Sleepy ABC - Margaret Wise Brown
Pigs From A to Z - Donald Crews
A Apple Pie - Kate Greenaway
We Read to A to Z - Donald Crews

Related Activities:

Parents were introduced to the "Letter Game" so many of us are familiar with from taking long trips in the car.

Parents were instructed to write various word names of household objects and place these word cards on these items in order to increase recognition of basic words.

Teacher Observation:

The parents discussed how very much they wanted to have their children succeed in the school setting and showed appreciation for the helpfulness of the teacher and her ideas.

Week 14 Numbers/Counting

Objectives:

Parents will become more aware of the importance of having children recognize numerals at an early age.

Parents will better understand how important it is to work with children from an early age, so that school will be a good place for the child, not a place of failure.

Parents will become more familiar with various books available that assist parents in teaching their children the numerals.

Procedures:

The parents and the instructor discussed their child's knowledge of numbers.

The parents were introduced to various children's books which help to teach numbers.

The parents selected a number book and practiced reading it during class, prior to taking it home to share with the children.

Materials:

Five Little Monkeys - Christelow

Teddy Bears 1-10 - Susanna Gretz

Seven Little Monsters - Maurice Sendak

One, Two, Buckle My Shoe - Jenny Williams

Very Hungry Caterpillar - Eric Carle

Related Activities:

Parents were given papers with numbers to be traced on them.

Parents were encourage to allow their children to draw their number in dry jello powder.

Teacher Observation:

Parents were very receptive to the importance of introducing numbers at an early age.

Week 15 Seasons

Objectives:

Parents will become aware of the various children's stories relating to the seasons of the year.

Parents will become aware of the numerous activities which can be done with their children throughout the entire year.

Procedures:

The instructor introduced a variety of children's books relating to the seasons of the year.

Parents chose a book and practiced reading it prior to taking it home to share with their children.

The instructor and the students discussed some appropriate activities to be done by parents and children throughout all of the seasons of the year:

Spring:

Looking for wildflowers and locating the flower name in a book. Taking a walk in the rain, provided there is no lightning.

Summer:

Going on a picnic, swimming, visiting a nearby park or playground.

Fall:

Finding colorful leaves and pressing them. Sharing conversation over a glass of apple cider.

Winter:

Sled riding down a nearby hill, building snowmen, and making snow angels.

Materials:

A Child's Book Of Seasons - Satomi Ichikawo

Beach Party - Joanne Ryder

Sunshine Makes the Seasons - Franklyn Branley

Frog and Toad All Year - Arnold Lobel

Around the Year - Tasha Tudor

Related Activities:

As an activity, parents were taught how to make weather mobiles.

Teacher Observation:

Students were very enthusiastic about seasonal activities and thought up many others.

Week 16 St. Patrick's Day

Objectives:

Parents will become more familiar with the history of St. Patrick's Day.

Parents will become aware of the importance of establishing holiday traditions within their families.

Procedures:

The instructor shared the history of St. Patrick's Day and how the tradition began in America.

Parents were introduced to various books related to St. Patrick's Day. Each parent chose a favorite book to practice prior to taking it home to share with their children.

The instructor and students discussed holiday traditions within their own families.

Materials:

St. Patrick's Day In the Morning - Eve Bunting

Mary McLaine and the St. Patrick's Day Parade - Steve Kroll

Jeremy Bears St. Patrick's Day - Alice Schertle

The Leprechaun Story - Richard Kennedy

Related Activities:

Parents were introduced to shamrock puppets. They were encouraged to use these puppets in order to role play.

Teacher observation:

Students were very receptive to tne idea of developing family traditions.

Week 17 Self-Esteem

Objectives:

Parents will become aware of the importance of promoting high self-esteem within their children.

Parents will learn how important communication between themselves and their children is.

Procedures:

Discussion centered around parents' present level of self-esteem and how they felt about themselves as they were growing up.

The instructor shared some important information regarding the importance of promoting self-esteem among children.

Materials:

I Like Me - Nancy Carlson

Why Am I Different? - Norma Simon

I'm Terrific - Marjorie Sharmat

Everyone Is Good for Something - Beatrice De Regniers

Willy the Wimp - Anthony Brown

Related Activities:

Parents were instructed to have their children draw a picture of themselves which would include positive details.

Teacher Observation:

The individuals enrolled in our program were not successful during their school years. They enjoyed the discussion and were very interested in ways in which to build their children's self-esteem. In all cases, they want more positive experiences for their children than they experienced.

Week 18 Weather

Objectives:

Parents will learn that science and nature can be introduced in an exciting, interesting manner through children's literature.

Parents will be encouraged to experience all that nature has to offer by enjoying quality time outside with their children.

Procedures:

Parents will be introduced to various books pertaining to weather.

Parents will be instructed to take walks with their children and closely observe and get involved in the many exciting aspect of nature.

-Walk along the beautiful peninsula located on Lake Erie.

-Visit Asbury Woods, a nature center located in Millcreek.

-Sit under a tree and enjoy the sounds and sights of nature.

-Gaze up into the sky on a clear night and try to identify some of the stars.

Materials:

The Cloud Book - Tomie DePaola
The Bear's Almanac - Stan Berenstain
Rain Makes Applesauce - Julian Scheer
The Snowy Day - Ezra Jack Keats
It Looked Like Spilt Milk - Charles Shaw

Related Activities:

Parents were instructed to make a weather clock.

Parents were also instructed in the proper way to make a kite.

Teacher Observation:

Many of the parents said that they did enjoy being outside and were really going to try to start spending more time enjoying nature with their children.

Week 19 Community Helpers

Objectives:

Parents will be better informed regarding the numerous occupations of individuals in the community.

Parents will make their children more aware of all individuals in the community, and the very important role that they play.

Parents will build on the previous self-esteem topic by encouraging their children to be anything and everything they want to be.

Procedures:

The teacher discussed the various occupations of community members including teachers, doctors, janitors, cashiers, firemen, and policemen to name only a few.

The teacher encouraged parents to role play with their children, taking turns at portraying different occupations.

The students chose a favorite story to practice prior to taking it home and reading with their children.

Materials:

Make Way For Ducklings
- Robert McCloskey

The Post Office Book - Gail Gibbons

A Shot For Baby Bear - Dorothy Corey

Fire! Fire! - Gail Gibbons

Related Activities:

Parents made hats of various occupations of individuals in the community.

The students learned the fingerplay, "Wheels On the Bus" - Brown

Teacher Observations:

Many of our students are unemployed or not working in their chosen profession. They discussed their hopes and dreams regarding their future. It was a very satisfying class.

Week 20 Transportation/A Visit To the Library

Objectives:

Students will become more familiar with the library and its various services. They will also fill out an application for a library card if they do not already have one.

Parents will learn more about the various modes of transportation. Through children's literature they will learn to share this knowledge with their children.

Procedures:

The class took a field trip to the main branch of the Erie County library.

The teacher discussed the various modes of transportation including: cars, trains, planes, boats, subways, trolley cars, bikes, and helicopters.

The teacher presented various books relating to transportation modes to the parents. After allowing individuals to select a book, they practiced reading the story aloud.

The homework assignments would be the same as usual – take the book home and read it to the children.

Materials:

Where's Mommy's Truck?
- Andrea Baruffi, Harriet Ziefert

Where's Dad's Car?
- Andrea Baruffi, Harriet Ziefert

Little Toot - Adapted from the book by Hardie Gramatky

Wave Hello To Thomas - Based on the railroad series by Rev. W. Awdry

My First Look At . . . Things That Go
- Dorling Kindersley Limited

Related Activities:

Parents and their children were instructed to invent a new mode of transportation. They were to discuss this and then draw a picture of this new mode.

Teacher Observations:

Tonight the students were full of praise for the program, seeing that it was the final class. They expressed their expectations for another program next year. We all had a good time.

C. PARENT OBSERVATIONS

It was originally our intention to have students keep track of time spent reading to their children through journal writing. Unfortunately, the reading levels of our students were low, and as a result, writing in a journal was often too difficult. There were many comments and discussions regarding the time spent reading to the children, however, and the following comments represent some of the feelings of both the parent participants and their children:

-JoAnne found her 3 year old daughter sitting on the floor of her bedroom looking through some of their newly acquired books with enthusiasm.

-JoAnn also reported, "Even my 6 month old daughter became excited when she heard the tape of Mother Goose Nursery Rhymes".

-When the 8 year old son of Roger saw the "pop-up-book" his father had received from the program, his only expression was an enthusiastic, "WOW!".

-Ed commented that his children would pounce on him when he arrived home from Family Literacy class, anxious to see what book he would be sharing with them that night.

-Martha's son, Jimmy, had very little interest in the show, "Sesame Street". Now he enjoys it because he has his own board book with the Sesame Street characters.

-Ed said, "I didn't have time to read because I had to work. The children were really disappointed".

-Martha practiced reading Green Eggs and Ham diligently, prior to sharing this book with her son's classroom at school.

-Jane was relieved to find that there are books which deal with specific childhood problems. She had never considered a children's book as an effective tool for discouraging such inappropriate behavior as temper tantrums.

-Alice said that her daughter, Kathy, fell asleep while she was reading to her. So, she continued reading to her cat.

D. PROFESSIONAL RESOURCES

The Ashtabula County A.B.E. Program and the Ohio Department of Education
The Erie County Library System
First Teachers - A family literacy handbook for parents, policy-makers, and literacy providers - The Barbara Bush foundation for Family Literacy
The Read Aloud Handbook - Jim Trelease